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Section V

Diversity: Addressing the “...isms” of the ’90s

From the top floor to the basement, the institution is buzzing with conversations concerning the multifarious needs of our diverse student population. Let us begin this decade by confronting areas where concentrated attention is immediately necessary: racism, ageism, sexism. The need for faculty and students alike to increase their awareness of and sensitivity to cultural differences is obvious.

In “A Model for Infusing Cultural Diversity Concepts Across the Curriculum,” Barbara Flannery and Maureen Vanterpool provide a conceptual framework for a model which combines cognitive and affective learning objectives with personal relevance to integrate cultural awareness, students, faculty, and the curriculum. The authors believe that for cultural pluralism to be prized, there must be interdisciplinary application of the model. They provide a list of practical things you can do in class tomorrow to increase appreciation of diversity.

Jonathan Collett’s “Reaching African-American Students in the Classroom” is a piece for which we have all been waiting. Collett states, “Some definite changes in our classrooms must occur if we ever expect the circle of power to be extended beyond those raised and trained like ourselves.” He describes effective learning situations and lists specific teaching strategies to employ in the culturally diverse classroom. Collett challenges faculty developers to provide training in cultural diversity for faculty; we must respond to his mandate to begin to wholeheartedly address the “. . .isms” of the ’90s.